DOCUMENT RESUME

ED 356 710 HE 026 366

TITLE	Center for the Study of the Department Chair (CSDC) Newsletter, 1990-1992.
INSTITUTION	Washington State Univ., Pullman. Center for the Study of the Department Chair.
SPONS AGENCY	Danforth Foundation, St. Louis, Mo.; University Council for Educational Administration.
PUB DATE	92
NOTE	26p.
AVAILABLE FROM	Center for the Study of the Department Chair, Department of Educational Administration and Supervision, Washington State University, Pullman, WA 99164-2136.
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	CSDC Newsletter; v1 n1-3 1990 v2 n1-3 1991-92
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Administrator Role; Career Ladders; *College Administration; College Faculty; *Department Heads; Faculty Development; Higher Education; Job Satisfaction; Leadership; Leadership Qualities; Leadership Responsibility

ABSTRACT

This document consists of the six issues of the "CSDC Newsletter" issued in 1990-1991. This publication offers professional information, articles, and research findings on questions relating to the work and role of academic department chairs. The first issue contains an article on chairs as faculty developers and their unique role in helping colleagues grow professionally. The second issue offers an article on chairs in transition between administrative and academic roles and chairs under stress due to the complex and sometimes conflicting roles they play. The third issue explores why chairpeople are willing to serve in the position and to accept the tasks that the job typically entails. The fourth issue contains a paper on chairpersons' job satisfaction, noting that a national survey found that less than two percent of those responding said that they were satisfied all or most of the time. This issue also offers an outline of the dilemmas typically faced by those filling this role. The fifth issue looks at the price that persons who chair departments pay for undertaking academic leadership in terms of time off from scholarly pursuits and the excessive stress that comes from trying to balance two equally heavy demands--the managerial and the academic. The final issue takes up roles of department chairs including that of scholar, faculty developer, and leader and manager. (JB)

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CENTER FOR THE STUDY OF THE DEPARTMENT CHAIR

CSDC

NEWSLETTER

VOLUME 1, NOS 1-3, 1990

VOLUME 2, NOS 1-3, 1991-92

HE 026 366

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CENTER FOR THE STUDY OF THE DEPARTMENT CHAIR

CSDC

NEWSLETTER

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CHAIRS AS FACULTY DEVELOPERS

Chairs do not need another responsibility. Daily they face tough decisions about the budget, personnel, students, and the on-going duties of running a department. Yet, chairpersons occupy a unique position to help their faculty grow professionally. They work directly with faculty and are in constant contact with faculty needs and concerns. As individuals responsible for evaluation and advancement, they have an opportunity to discuss, on a personal level, a faculty member's dreams, goals, and aspirations. As active participants in the faculty hiring process, chairs typically have a major stake in shaping the orientation of the unit, and maintaining vital productive members of the staff.

It is time to reassess and examine the role of chairpersons as faculty developers. Faculty development need not be the sole prerogative of instructional development centers or academic deans in universities.

A project supported by the Lilly Endowment and TIAA-CREF has been completed at the University of Nebraska-Lincoln exploring the faculty development role of academic department chairpersons. This project will end with the publication of a book to be available during this academic year titled, *Strategies of 200 Excellent Chairpersons: Building a Positive Work Environment for Your Faculty.*

This book contains personal views and perspectives of 200 academic chairpersons on seventy college campuses. Research universities, doctoral-granting institutions, comprehensive colleges and liberal arts schools comprised the sample of schools, and chairpersons participating in the study represented social scientists, natural scientists, the humanitites and the arts, and professional fields. Two hundred "excellent" chairpersons were nominated on their campuses (by senior administrators and faculty development specialists where the positions existed) for excelling in assistance they gave to the professional growth and development of faculty. These chairs possessed strong interpersonal skills, encouraged faculty to participate in developmental activities, held the respect of colleagues as academic leaders and scholars,

Upcoming Conferences

Association for the Study of Higher Education (ASHE)
November 2-5, 1989
Atlanta

American Council on Higher Education (ACE)
"Chairing the Academic Department for Deans, Division and Department Chairpersons."
November 15-17, 1989
Denver

Creative Management in Higher Education Conference
December 9-12, 1989
Newport Beach, California
Information 1-800-233-9767

Academic Chairpersons: Developing Faculty, Students, and Programs
February 7-9, 1990
Orlando, Florida
Information 1- 800-255-2757

American Association for Higher Education (AAHE)
April 1-4, 1990
San Francisco

American Educational Research Association (AERA)
Section J - Higher Education
April 16-20, 1990
Boston

Chairs continued

and understood the mission, direction, priorities, and orientation of the institutions they served.

From the thousands of pages of notes, transcripts, and tape recordings gathered through telephone interviews and on-site campus visits we identified aspects of the faculty development role of chairperson. Fifteen essential strategies emerged, centering on the chairs own professional development, their role as an academic leader, and their approaches to the interpersonal communication with faculty:

1. Learn about your role and responsibilities in the department and the institution.
2. Create a balance between your professional and personal life.
3. Prepare for your professional future.
4. Establish a collective department vision or focus.
5. Develop faculty ownership of the vision.
6. Initiate changes slowly.
7. Allocate resources of time, information, and assignments to encourage the vision.
8. Monitor progress toward achieving the vision.
9. Establish an open atmosphere to build trust.
10. Listen to faculty needs and interests.
11. Collaboratively set goals.
12. Provide feedback to faculty.
13. Represent faculty to colleagues and senior administrators.
14. Serve as a role model and mentor.
15. Encourage and support faculty.

Chairs often apply these strategies in a complex work environment. Part II of the book examines their application in five specific faculty situations often mentioned by the "excellent" chairs - helping newly-hired faculty become adjusted and oriented, improving the teaching performance of faculty, bettering the scholarship of faculty, refocusing faculty efforts to make them more vital and productive members of the department, and addressing personal issues such as health problems, personal disorganization, and exclusion and alienation that affect an individual's performance in the department.

In addition to the fifteen strategies and their application, the book also includes more than one hundred readings and resources, and it advances specific recommendations for chairs and faculty who want to encourage and build a positive departmental environment of growth and development of faculty. For further information about the book, contact: Professor John Creswell, 1208 Seaton Hall, University of Nebraska-Lincoln, Lincoln, Nebraska 68588.

John Creswell
University of Nebraska-Lincoln

Danforth Supports Center

On August 16, 1989 the Center for the Study of the Department Chair received the good news that it had been awarded a Danforth Foundation Grant. This grant, along with a UCEA minigrant and institutional support from Washington State University, will support the activities of the center. The Danforth Foundation, established in 1927, is a national, educational philanthropy, dedicated to enhancing the humane dimensions of life. Activities of the foundation traditionally have emphasized the theme of improving the quality of teaching and learning.

New UCEA Center Opens

Welcome to the first publication of the Center for the Study of the Department Chair located at Washington State University. This newsletter will be published three times yearly in October, January, and April and will feature articles written for those currently holding the position of department chair and those interested in the position. The publication will contain feature articles, lists of pertinent periodicals, conferences, and chair training opportunities. Readers are welcome to submit articles of interest.

The Center for the Study of the Department Chair was established by the UCEA in April of 1989 after several months of planning. Director of the center is Walter H. Gmelch, chairman of the Department of Educational Administration and Supervision at Washington State University. Others active in the work of the center are Associate Director, Rita Seedorf and research associates Jim Carroll and Diane Wentz.

Those involved in the Center have been meeting since early June to plan and initiate Center activities.

Space for the Center was created when the Department of Educational Administration and Supervision was remodeled during the Summer. A Macintosh computer and software have been installed in the Center office as well as file cabinets, bookshelves, and pertinent journals.

The activities being planned by the Center are based on the philosophy that the department chair is the critical leader in higher education who fosters faculty productivity, promotes program development, and builds a supportive academic culture. In order to encourage the abilities of individuals in the chair position the Center believes that three areas of development must be addressed. First, chairs must be prepared to assume a leadership role, secondly, they must be responsive to the emerging needs of clients, and thirdly, that new information must be generated on the department chair. A series of activities is planned to implement development in these three areas.

Chairs must be prepared to assume a leadership role.

Since individuals entering the chair position receive no training, the Center believes that some form of strategic leadership skills training is appropriate. This training will be incorporated into existing discipline-based conferences. The first of these sessions will take place during the upcoming UCEA Convention. A pre-session entitled **Action Lab for Department Chairs: Intervention Strategies to Increase Faculty Productivity** will be offered on **Friday, October 27 from 4:00 p.m. to 6:00 p.m.** Future plans include the planning and presentation of a New Chairs Conference which will focus specifically on both managerial and strategic issues for those entering department chair positions.

Chairs must be responsive to the emerging needs of clients.

Information which will help chairs identify and respond to these needs will be presented in later action labs. In addition, this newsletter and clearinghouse services will be integrated into the chair development strategies. In the future interinstitutional cross-chair training, on-site or conference-based programs, will be proposed to disseminate this information.

New information must be generated on the department chair.

In order to facilitate this generation of information, the body of information available will be made more accessible through reviewing the existing literature and the use of survey techniques to develop a clearinghouse of information. The Center will also investigate currently ambiguous areas of the chair's role that have been less well documented such as chair role clarification, leadership transition, job satisfaction and commitment, and chair career paths.

The telephone number of the Center is 509-335-3296. A BITNET number and access code will soon be assigned.

A Chinese philosopher once remarked that a leader must have the grace of a good dancer, and there is a great deal of wisdom to this. A leader should know how to appear relaxed and confident. His walk should be firm and purposeful. He should be able, like Lincoln, FDR, Truman, Ike and JFK, to give a good, hearty, belly laugh. Michael Korda

1989 UCEA CONVENTION
CSDC Sponsored Action Lab

INTERVENTION
Strategies to Increase Faculty PRODUCTIVITY

Friday
4:00 to 6:00 p.m.
Presession 1.3
Saguaro Room

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CENTER FOR THE STUDY OF THE DEPARTMENT CHAIR

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NEWSLETTER VOLUME 1, NUMBER 2, 1990
WASHINGTON STATE UNIVERSITY, DEPARTMENT OF EDUCATIONAL ADMINISTRATION

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Research Associate

CHAIRS IN TRANSITION

The role of the department chair is one of ambiguity and conflict. The ambiguity faced by persons in the position is common to that faced by others in similar positions but has features which are unique to the university setting. While role conflict is common to those who work as managers and who perform linkage or liaison roles, the problem is heightened in the case of the university department chair because the chair remains a faculty member while performing as an administrator.

Many dilemmas arise because of the differences in skills needed to perform the roles of professor and department chair successfully. A study was conducted consisting of in-depth interviews and observation of the behaviors and activities of a chair. In analyzing the data from the study, some of the transitions, or paradigm shifts, from professor to chair become apparent. The drastic differences which emerged in the two roles help explain why faculty members have a difficult time making the transition from one role to another and why they find the role an ambiguous and imbalanced one.

Exploring some of these changes may help identify faculty who would be willing to make the change. Active chairs should also consider these transitions when moving from department head back to full-time faculty. These changes, more aptly termed the metamorphosis of the department chair, outlined in Figure 1 are briefly described below.

1. *Solitary to Social*

The college professor typically works alone on research, teaching preparation, and projects while the department chair must adapt to working through others. For example, department goals cannot be achieved alone, they must be done in concert with others. If goals are to be achieved it is crucial that the chair work in concert with faculty, administration, and the field.

2. *Focused to Fragmented*

While the professor must have long, uninterrupted periods to work on scholarly pursuits, the work of the department chair, like other management positions, is characterized by brevity, variety and fragmentation.

Upcoming Conferences

American Association for Higher Education (AAHE)
April 1-4, 1990 San Francisco

American Educational Research Association (AERA)
Section J - Higher Education
April 16-20, 1990 Boston

Call for Papers

The Center for the Study of the Department Chair requests papers on the department chair for inclusion in its series of Center Documents.
Send copies of prospective documents to:

The Center for the Study of the Department Chair
Department of Educational Administration
351 Cleveland Hall
Washington State University
Pullman, WA 99164-2136

Center Documents available this semester:
Dilemmas in the Chairperson's Role and What Can Be Done About Them by Mike Milstein

The Transition to Department Chair

Career Paths of Department Chairs in Higher Education

Figure 1

The Metamorphosis of the Department Chair

Solitary	→	Social
Focused	→	Fragmented
Manuscripts	→	Memoranda
Autonomy	→	Accountability
Private	→	Public
Professing	→	Persuading
Stability	→	Mobility
Client	→	Custodian
Austerity	→	Prosperity

3. *Autonomy to Accountability*

Professors generally enjoy control over their time and the feeling of autonomy of activity and movement in their working environment. As the professors move into administrative roles they lose this sense of autonomy and become more accountable to the faculty both for their time and accessibility in the office as well as for their actions and activities.

4. *Manuscripts to Memoranda*

The scholar and researcher labors over a manuscript for a long period of time. Before finding printers ink, the work goes through many revisions and critiques. The department chair quickly must learn the art of persuasion and precision through memos.

5. *Private to Public*

The professor may block out long periods of time for scholarly work while the chairperson has an obligation to be accessible throughout the day to the many publics he or she may serve. In essence, one moves from the privilege of a "closed door" to the obligation of an "open door" policy.

6. *Professing to Persuading*

In the academic profession, the professor is disseminating information as an expert. As chairperson he or she deals with others who have the same amount of expertise in their field. As the professor turns into chairperson he or she professes less and practices the art of establishing congruency among institutional, departmental and personal goals.

7. *Stability to Mobility*

While always growing and exploring new concepts and ideas, faculty generally experience movement within the stability of their discipline and circle of professional associations. Chairs also attempt to retain their professional identity but must become mobile within the university structure and among chairs at other universities. In order to be at the cutting edge of education reform and implement needed programmatic changes within their universities, department chairs must be more mobile, visible, and political.

8. *Client to Custodian*

In relation to university resources, the professor is a client, requesting and expecting resources to be available to conduct research, classes, and service activities. The chair represents the custodian and dispenser of resources and is responsible for the maintenance of the physical setting as well as provider of material and monetary resources.

continued on page 4

Paradox of Pressure: Chairs Under Stress

Department chairs often see themselves as scholars who, out of a sense of duty, are temporarily responsible for the administrative tasks that must be tended to, so other professors can continue with their teaching and research. Since they often return to the professorate after their "turn" as chair, they attempt to act as chair and at the same time keep up with their teaching and scholarship, causing them stress from these conflicting demands and roles. To be effective leaders chairs must be able to recognize and deal with the stresses unique to their situation.

The study reported in Table 1 investigated the stresses, strains and ambiguities of being a department chair in a university. Two questions guided the research: What are the common stresses experienced by chairs? and, How do chair stresses compare and contrast to those of faculty?

In order to answer these questions the Comprehensive Faculty Stress Index was developed and administered to all faculty and administrators (n=1807) in a comprehensive land grant university. A response rate of 70 percent was achieved.

The results of the top ten faculty stressors for all faculty classifications (e.g., extension, RIS, library) showed more similarity than differences among faculty classifications. However, the table below portrays the exception: differences between department chairpersons when compared to full-time faculty members. Four of the top ten stressors were different for faculty than for department chairs. Even the six stressors common to both groups showed different levels of intensity. For example, while both chairs and professors ranked as first, "insufficient time to keep abreast of developments in my field", a larger percentage of the chairs (68) than professors (56) reported excessive stress from this problem.

Table 1
Chairs, Faculty and Stress

	Chairs		Faculty	
	Rank	%	Rank	%
Keeping current in field	1	68.1	1	56.1
Securing money for programs	2	65.2	7	40.1
Completing paperwork	3	63.8		
Too heavy work load	4	57.5	5	44.6
Inadaquate facilities	5	50.0	8.5	39.4
Meetings	6	49.0		
University rules and regulations	7	46.8		
Job demands vs. personal time	8	44.7	10	38.6
Securing money for research	9	42.5	3	47.8
Establishing goal compatability	10	41.3		
High self-expectations			2	49.7
Inadaquate recognition for service			6	41.4
Manuscript preparation			8.5	39.4

One of the difficulties identified in the literature which hinders the ability of department chairs to accept this leadership challenge is that they find themselves in a paradoxical position. This paradox was highlighted when comparing department chairs with their faculty colleagues. Chairs were seen as trapped between the pressures and demands of performing not only as faculty members but also as administrators. Those pressures unique to department chairs were *establishing goal compatibility, completing paperwork, meetings,* and *dealing with university rules and regulations.* At the same time they suffered from such common faculty stressors as *insufficient time to keep abreast of developments in their discipline, too heavy workload,* and *securing money for their research.*

Due to the nature of their administrative assignment, chairs do experience less stress than faculty from *salary, self-expectations, manuscripts* and *service recognition.* However, they suffer more from *pressures between personal and professional lives.* Almost half of the chairs indicated that *job demands interfering with personal interests* caused severe stress. It appears not to be the *time* on the job but the *desirability* of the time spent. While both chairs and professors work approximately the same hours per week (56 and 52 respectively), 70 percent of the 16 hours of chair's overtime is unwanted as compared to 14 percent of the professors'. In essence department chairs have become role prisoners of both faculty productivity pressures and administrative leadership challenges.

9. *Austerity to Prosperity*

While in actuality the pay differential between professor and chair may not be significant, the perception of more control over one's resources may help the chair develop an illusion of great prosperity.

Rather than refer to these transitions in the typical listing represented in Figure 1, visualize the professor at the inner core of a set of concentric circles. As Figure 2 portrays, the professor is characterized in this inner circle as focused, autonomous, private, stable, solitary, austere, and a client of the department. The metamorphosis transforms these professorial inner traits into an other-oriented (outer circle) creating an administrative profile of social, fragmented, accountable, public, mobile, prosperous, and custodial. One could further extrapolate the transition process from chair to dean and beyond to other academic administrative positions. These outwardly expanding circles represent the types of transitions needed to move successfully from a faculty member to administrative responsibilities and challenges.

Figure 2

The Transformation from Professor to Chair

The fundamental differences between roles of academic professor and department chair must be recognized by any faculty member who is considering the change to department head. The department should consider these factors and identify faculty members willing to undergo the changes required by the new position. It is equally helpful for department chairs who are nearing the end of their terms as administrators to contemplate the transition back to faculty status.

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NEWSLETTER VOLUME 1, NUMBER 3, SPRING, 1990
WASHINGTON STATE UNIVERSITY, DEPARTMENT OF EDUCATIONAL ADMINISTRATION

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WHY CHAIRS SERVE

The importance of the department chair to the effectiveness of the university is clear, yet department chairs often see themselves as scholars who, out of a sense of duty, are temporarily responsible for the administrative tasks that must be tended to so that other professors can continue with their teaching and research.

Why do faculty members accept the position of department chair and does this motivation affect their willingness to continue as chair? A study utilizing both questionnaire and interview methods was conducted in order to answer these and other questions. The questionnaires were sent to 54 department chairs in a Carnegie Council "Research II" university. Ninety-one percent of the instruments were returned and respondents represented almost all of the disciplines. In addition to the questionnaires, semi-structured, open-ended interviews were conducted with four persons who had previously made the transition from faculty member to chair.

Motivation to Become Chair

When chairs were asked "what motivated you to become department chair," responses fell into two categories. Some of the respondents indicated that they became chair for extrinsic reasons, and others took the position for intrinsic purposes. Those who accepted the position for extrinsic motives were convinced to take the job either by colleagues or the Dean, or felt forced to take the position because they thought that no one else could do the job properly. Typical responses from those who felt they were needed by the department were "faculty requested," "Need, I was the only available person to do it," and "nomination by peers." Those who took the position as a result of contact from the dean were *requested to*, *told to*, or *approached* by the Dean. One chair said: "Temporary insanity, (only kidding) Dean approached me - said he thought I had a lot of skills that were needed and that I could do a good job." Examples of the responses of those who took the position because they felt that they could do a better job than other faculty were: "No one who would be a good chair was interested," "none of those who were interested were, in my opinion, capable of being a good chair," and "I was scared to death of the alternative."

Upcoming Conferences

University Council for Educational Administration
October 26-28, 1990
Pittsburg, Pennsylvania

Association for the Study of Higher Education
November 1-4, 1990
Portland, Oregon

American Educational Research Association
Call for Papers by
August 15, 1990
Conference
April 3-7, 1991 Chicago

Academic Chairpersons Conference
February 6-8, 1991
Orlando, Florida

In the Category of
You Thought You Had It Bad

As part of a recent survey, chairs were asked to indicate when they feel dissatisfied with their job. This response, although perhaps a bit overstated, was not atypical:

"Usually about 4 p.m., when my blood sugar is low and there is a long meeting and a menacing note from the Dean arrives, and a faculty member and secretary quit on the same day."

The chairs who were intrinsically motivated accepted the position not only because they were asked by someone else, but because they saw it as an opportunity to help either the department or themselves. Motives to help the department are categorized as *intrinsic-altruistic* while motives to help the chairs themselves professionally are labeled *intrinsic-personal*.

Examples of responses from those who were altruistically motivated are: "desire to help others," "desire to build a strong academic department," and "wanted to build a sound department and one I could feel good about being a part of." Those who were intrinsically motivated for personal reasons accepted the position because "I needed a new challenge," "desire to try something new... in addition to teaching and research" and "I wanted administrative experience. Also I was looking for some new challenges as I was bored with teaching and research."

Motivation Compared with Willingness to Continue

Respondents to the survey were also asked to indicate whether they were willing to serve another term. Overall 43% indicated a willingness to serve another term as chair, 25% indicated they would not and 32% were undecided.

When responses to the question on willingness to serve again were compared with the motivations for becoming chair, it appeared that those who were motivated by *intrinsic-personal* factors were most willing to serve again followed by those who took the position for *intrinsic-altruistic* motives. Those who were motivated by extrinsic factors were the least likely as chair to continue. For example, Figure 1 illustrates that, of those motivated by extrinsic factors, 25% indicated that they would "absolutely" or "yes, with reservations" serve again. The white area in Figure 1 represents that 25% of department chairs who responded "no" or "no with reservations" while the striped area represents the 50% undecided.

Figure 1
Chairs Motivated by Extrinsic Reasons

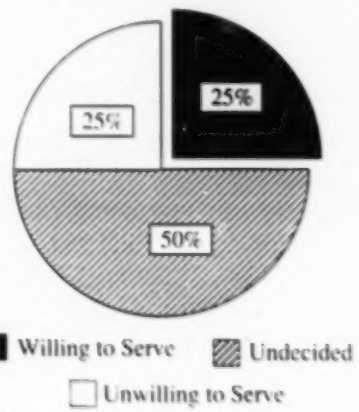


Figure 2 portrays responses for those chairs who were motivated to take the position by intrinsic-altruistic reasons. Thirty-six percent would be willing to take another term as chairperson, 28% indicated that they would not be willing to serve again and 36% were undecided.

Figure 3 illustrates that 75% of those who had accepted the appointment for personal-intrinsic reasons indicated a willingness to

continued page 4

Career Paths of Department Chairs

It is often assumed that the majority of department chairs will return to faculty appointments, but no data exists to confirm this assumption or describe what department chairs do after they leave the chair position. How many go on to administrative positions, return to the faculty status, or make alternative career moves? Answers to these questions may help to build a better understanding of what is becoming an increasingly complex role.

Career path studies usually examine the top position in a hierarchy and identify the normative path to that position. For academic administrators, this path includes faculty, department chair, dean, provost, and president. In business and industry it is possible to make assumptions about individuals anywhere in the hierarchy because career movement is mostly vertically up. This is not so with academic administrators. Especially in the case of the department chair, movement is often in a direction that would be considered downward in other career hierarchies.

In the fall of 1989 a study was undertaken as an attempt to observe the career movements of department chairs. All of the department chairs (54) of a Carnegie Council "Research II" University were surveyed. Data were gathered on gender (five of the chairs were women), department size, length of tenure of current and past chairs (previous chairs averaged 6.37 years as chair), tenure status, type of hiring procedure, and whether the current chair was hired from inside or outside the institution. In addition, the chairs were asked to describe the career movements of the two previous chairs of their department. Forty-nine chairs responded (91%), providing information on 86 previous chairs.

Four categories of career movement of the previous chairs were identified (Figure 1): return to faculty (43.5%); retirement (18.8%); movement to another administrative position (28.2%); movement out of academe (9.4%). Twenty percent of the chairs (17) had moved to another institution. Interestingly, all but three of the chairs who had transferred to a new institution moved into administrative positions and are reflected in the "Further Administration" statistics in Figure 1.

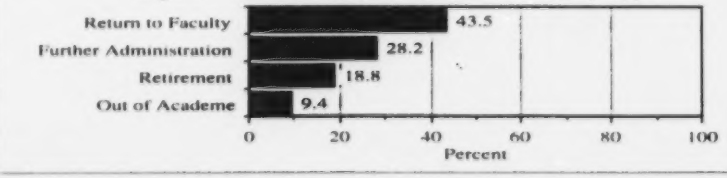
In addition to examining the entire population as a whole, the responses were broken down by discipline. The departments were grouped using Biglan's discipline classification system. The Biglan model clusters academic departments into eight cells based on tri-dimensional comparisons. Biglan demonstrated that academic subject matter differed in the degree to which a paradigm exists (hard vs. soft), the degree of concern with application (pure vs. applied), and the degree of orientation toward life systems (life vs. non-life). When the data in this study are broken down by discipline, chairs in applied, hard discipline areas (both life and non-life)tended to stay chair longer and they were less likely to return to faculty at the same institution than other chairs. Also, chairs in disciplines that studied life oriented content were more likely to continue to be administrators than other chairs.

While conclusions from this study are limited due to the idiosyncrasies of the institution studied, some observations become apparent from the analysis of these data. Over 40% of the chairs did return to faculty status. As was expected, career paths of administrators in higher education are in some significant way different than the traditional career paths of administrators outside of higher education. There is the likelihood that models of chair career movement can be developed but they will have to be done as investigations of chairs specifically and not as extrapolations from career studies of other administrators.

In the past, the life/non-life Biglan dichotomy has not accounted for a significant amount of variance in behavioral characteristics of department chairs. This study suggests that life/non-life may have a substantial veracity in career path studies.

In order to be able to generalize beyond the sample institution, a study was needed that investigatesdepartment chairs in more diverse institutions. A study is currently underway which solicits responses from department chairs in 100 Carnegie classified "research and doctorate granting" institutions. This larger sample is also stratified by Biglan discipline category. The more comprehensive study is expanded to include information on career paths to the chair position, age, ethnicity, previous administrative experience, role orientation, transitions from faculty to chair, and chair stress. The variety of indicators promise to provide a clearer picture of those who have, or are likely to become department chairs. Results will be reported in future editions of the CSDC Newsletter.

Figure 1 Movement From the Chair Position by Type

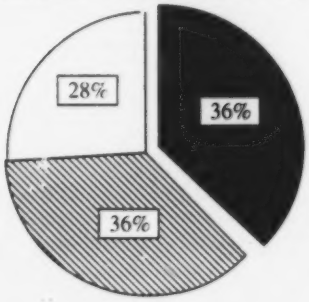


Why Chairs Serve
continued from page 2

return to the position, 8% would not, and 17% were undecided.

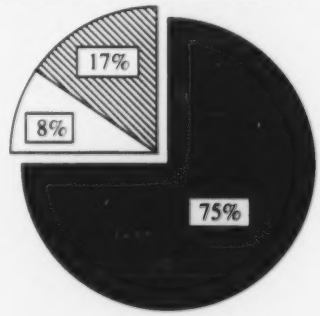
Two interesting conclusions resulted from this small but significant study. First, it seems surprising that only 43% of current chairs are willing to serve again. While this conclusion is limited to an analysis of a single institution, the percentage is substantial enough to question the general motivation and commitment of professors to continue in administrative leadership capacities.

Figure 2
Chairs Motivated by
Intrinsic- Altruistic Reasons



What motivates professors to serve as chairs in the first place? The answer to this second question provided greater insight into the chair's long term commitment to serve. The results lead to the second conclusion, that those most willing to continue service indicated by a three to one margin that they had taken the position for personal-intrinsic reasons. While only 25% of those who were asked to serve (extrinsic motivation) would serve again, 75% of those who served for *intrinsic-personal* reasons would continue. If institutions of higher education need department chairs with a long-term commitment to academic leadership, not as a *tour of duty*, then it behoves deans and provosts to select academics who would find departmental leadership personally rewarding and challenging. The position is too critical to the effectiveness of the institution, the faculty, and community to leave it to those only willing to serve due solely to coercion or departmental duty.

Figure 3
Chairs Motivated by
Intrinsic- Personal Reasons



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NEWSLETTER VOLUME 2, NUMBER 1, 1991
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JOB SATISFACTION FOR CHAIRS

In a national survey conducted this spring, department chairs were asked to indicate satisfying and dissatisfying aspects of performing their roles. Less than two percent of chairs said that they are satisfied all or most of the time. Conversely, about the same number are never or rarely pleased with the tasks they face. One respondent in this latter group found that being "away" provided a sense of satisfaction or respite. Others are pleased when another Friday afternoon rolls around or on payday.

In general, of those who expressed satisfaction, responses fell into three categories: personal, altruistic, or vicarious in nature. Personal satisfactions were those in which the chair seemed to feel primarily, if not solely, responsible. Altruistic explanations tended to be demonstrated in the chair's role as enabler or nurturer of faculty, students, and staff. Responses within the vicarious category were achievements or recognition of someone or something outside of the chair—a second or third person response.

Personal—Areas in which the chair could exercise control or be individually responsible for success furnished some personal satisfaction. "When I see results of my efforts realized," "when I experience a victory," or "when I have the chance to accomplish something positive" were characteristic answers from those who derive some personal pleasure within the role. One respondent claimed that "leadership by example, e.g. publishing" provided a sense of accomplishment. Indeed, since research and publication are frequently put on hold while an individual is department chair, those who found the time to do research in addition to administration were appreciative. Another source of personal satisfaction to chairs came from recognition of colleagues and students for a job well done. "Getting positive feedback from faculty and students," or "when people say thank you" were not mentioned often, but are valued occurrences.

Altruistic—The concept of the chair as one who tends to the administrative duties of the department so that others can perform their usual functions is demonstrated most sharply in this category. Reactions in

this area are usually related to helping faculty, students, the department, and, on occasion, funding resources. Recruitment of promising new faculty is one source of fulfillment for departmental leaders. Responses such as "making good hiring decisions," "hiring highly qualified faculty," and "get the candidate" were typical. Once on board, another means of satisfaction for chairs is "assisting young faculty in establishing their careers." Indeed, "facilitating (all) faculty in their efforts" or "doing things for faculty anonymously (such as nominating them for awards)" is rewarding for chairs. This holds true with helping students. "Providing assistance to students" or some variation of that message appears to be of great interest to chairs.

"Helping the department to reach its goals," and "making progress and improvements for the department" represent key sources of satisfaction to the chair. Only a few indicated that funding-related issues provided a means of reward, as in "Winning budget battles for my faculty," or "when salary increases are secured."

Vicarious—Vicarious satisfactions were frequently mentioned as a source of pleasure, the responses fell into two divisions: faculty and students. "When faculty achieve success in research and publishing," or "when faculty receive recognition for contributions" is gratifying to chairpersons. Likewise, they are pleased "when students are successful," and "when students learn/graduate and are employed in good positions."

Dissatisfactions

In contrast to satisfactory factors, there is far less diversity when considering what causes uneasiness or unhappiness for chairs. And, unlike satisfactions, the elements that create discouragement tend to be circumstances beyond their control. Four major concerns distress chairpersons. "Too much paperwork" and "unsupportive higher administration" are the most overwhelming causes of dissatisfaction. "Personnel conflicts" and "budget problems" represent the remaining two areas which create unhappiness for chairs.

In summary, satisfactions for department chairpersons are derived from the intrinsic rewards of goal attainment or, at least, progress towards goal achievement. On the other hand, dissatisfaction originates from obstacles that can block the accomplishment of these goals. When hurdles are overcome, the triumphs are satisfying. If the efforts of chairs are thwarted, dissatisfaction results. With these identified dissatisfiers in mind, it is in the best interests of the institution to facilitate chairs' success in their jobs rather than creating obstructions.

Dilemas in the Chairperson's Role and what Can be Done About Them

Mike Milstein of the University of New Mexico, outlines the dilemmas in the chairperson's role. He includes the following contradictory dichotomies and areas of frustration:

- scholar/administrator
- interesting challenge/routine work
- collegial friend/administrator-evaluator
- lack of training
- intrusions on department prerogatives
- decentralized vs. centralized administration
- conditions of constraint

Milstein suggests specific strategies for improving this situation.

- Better chair preparation
- Improved communication with faculty and dean
- Faculty participation in department governance
- Better rewards for service as chair
- Less interference by higher administration in programmatic decisions

This article provides an excellent primer for new chairs. It capably outlines what to expect in the role and presents useable ideas for having a more productive tenure as chair.

This paper is available as Occasional Paper 111 from the Center for the Study of the Department Chair, Washington State University, Pullman, Washington, 99164-2136

National Chairs Study

In the spring of 1990 the Center for the Study of the Department Chair distributed questionnaires as part of a national study on department chairs. Part of the mission of the center is the expansion of the theoretical and practical understanding of the position of department chair. An analysis of the existing information available on chairs suggested five areas for study: career paths, transition to the position of department chair, commitment, role orientation, and stress. It was decided that every effort would be made to gather as much pertinent information as was possible with a single instrument. The target population for the survey was the chairs of all departments in Carnegie Council "Research I and II," and "Doctorate Granting I and II" institutions. There are 213 institutions in those categories. One hundred and one institutions were randomly selected for the sample. The sample was adjusted to include the 51 member institutions of the University Council for Educational Administration.

Previous work indicated that we could expect responses to vary dependant upon the discipline of the respondents. In this study the Biglan (1973) model for classifying disciplines is used. Biglan clusters academic departments into eight cells based on tri-dimensional comparisons of characteristics of the subject matter of the discipline.

The demographic variables addressed by the questionnaire included: department size; chair's age, gender, and race; characteristics of the current chair's career; the nature of departmental hiring practices; chairs' stipends; whether chairs have had previous administrative experience. The remaining questions were developed from a variety of sources.

Meryl Reis Louis' ideas concerning career transitions were used as a basis for a series of questions addressing motivation for becoming chair and whether respondents would like to continue as chair. Stress questions were a continuation of Gmelch, Wilke, and Lovrich's work on faculty stress. Role orientation questions were derived from Gouldner's cosmopolitan/local thesis and other literature on the ambiguity of the chair's role. Although job satisfaction and commitment questions in the survey are somewhat exploratory, they refer to the work of Rosabeth Moss Kanter, and Mowday, Porter and Steers.

The return rate of the questionnaires has exceeded 70 percent. The data are coded and we are in the midst of analysis. The study will help clarify the nature of the chair's position and provide a more solid foundation for future studies than has existed before. In addition, we hope that this information will help to improve communication among chairs, higher administrators, and faculty. And, that it can assist in the preparation of individuals for what is clearly a challenging endeavor.

Summaries of results will appear in future newsletters.

Upcoming Conferences

University Council for Educational Administration
October 26-28, 1990
Pittsburg, Pennsylvania

Association for the Study of Higher Education
November 1-4, 1990
Portland, Oregon

Academic Chairpersons Conference
February 6-8, 1991
Orlando, Florida

American Educational Research Association
April 3-7, 1991 Chicago

Call for Papers

The Center for the Study of the Department Chair requests papers on the department chair for inclusion in its series of Center Documents.

Send copies of prospective documents to:

The Center for the Study of the Department Chair
Department of Educational Administration
Washington State University
Pullman, WA 99164-2136
509-335-9117

1990 UCEA CONVENTION
CSDC Sponsored Action Lab

Conflict Resolution Skills for Faculty and Chairs

Saturday
8:00-9:30 a.m.
Session 4.5
Black Diamond Room

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PAYING THE PRICE FOR ACADEMIC LEADERSHIP
DEPARTMENT CHAIR TRADEOFFS

Scholars and administrators alike speak about *a great leadership crisis* in higher education. Blue ribbon commissions and executive reports call for bolder and better college and university leadership. The search for solutions to the leadership dilemma leads us to thousands of leadership studies, most of which are contradictory and inconclusive. Leaders: are born, not made—made not born; possess distinctive traits —no special traits at all; must use power and influence—merely manage symbols and the academic culture.

Rarely do we study what is perhaps the most important impediment to attracting academic leaders to the smallest yet most significant unit in the university, the administration of the academic department where nearly 80% of all administrative decisions take place. What **price** does a professor **pay** for academic leadership? What surprises and sacrifices are embedded in the department chair position?

Nearly 80,000 scholars currently serve as department chairs and almost one quarter will need to be replaced each year. Therefore, not only is the need for quality leadership evident but the magnitude in terms of shear numbers impacts higher education institutions.

Unfortunately, chairs often see themselves as scholars who, out of a sense of duty, **temporarily** accept responsibility for the administrative tasks so other professors can continue with their teaching and scholarly pursuits. They may come to the position without leadership training; without prior administrative experience; without a clear understanding of the ambiguity and complexity of their role; without recognition of the metamorphic changes that occur as one transforms from a professor to a chair; and without an awareness of the cost to their academic career and personal lives.

While the position of academic department chair has received much attention, most information has come in the form of anecdotal speeches, professional papers, popular journal articles, and how-to books, with a few data-based studies interspersed. Many of the studies result in lists of duties and responsibilities too long to have meaning. What is needed is more understanding of how chairs see themselves, their challenges and sacrifices.

In the spring of 1990 the UCEA Center for the Study of the Department Chair at Washington State University conducted a comprehensive survey of 808 department chairs in 101 research and doctoral granting

universities across the United States. Eight department chairs were selected from each institution, stratified by eight discipline classifications of hard vs. soft, applied vs. pure, and life vs. nonlife, resulting in a sample of 808 chairs. Five hundred, seventy-six surveys were returned representing a 71.3% response rate.

The purpose of the study was to understand how department chairs see themselves in terms of their use of time, experience with stress, role orientation, transition to the chair position, and commitment to academic leadership. This article addresses the tradeoffs professors had to make to become department chairs. It illuminates the *dark side* of the department chair position, not to discourage candidates from seeking the challenges of academic leadership but help them recognize, prepare for and overcome unforeseen tradeoffs.

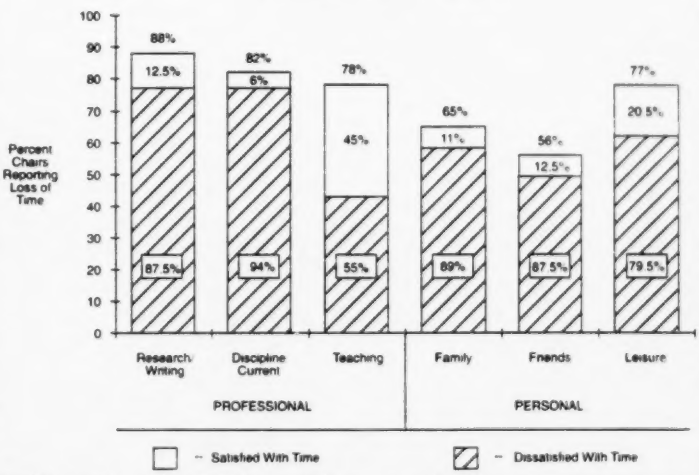
A personal or professional tradeoff is defined as *an exchange of one thing in return for another; especially, a giving up of something desirable.* In essence life is a tradeoff, yet success depends in large measure on making effective tradeoffs. In the case of department chairs, have they been able to keep a balance among their faculty, administrative and personal lives? Or, do they perceive that they have accepted the leadership challenge at the expense of their professorial pleasures?

As professors take on the position of department chair, the answers to four central questions impact the degree to which tradeoffs were effective or not. (1) Do they have enough time to continue their professional and personal activities they enjoyed before becoming chair? (2) If time has shifted significantly between faculty, managerial and personal activities, are they satisfied with these changes? (3) What stresses and pressures are created when a faculty member assumes the chair position? (4) What impact will this leadership change have on their professional career?

Tradeoffs: The Chair's Game of Balancing Time and Stress

One of the costs to professors when they enter the chair position is the expenditure of time. Since time is inelastic and irreplaceable one must trade off faculty time for newly acquired administrative duties. Four properties of tradeoffs highlight the price of leadership. First, *tradeoffs act much like a ledger, a [chair] cannot debit one side without crediting the other.* As professors assume the chair position the credits added to the administrative side of the ledger must be debited against certain faculty activities.

FIGURE 1
Satisfaction of Department Chairs with Less Time for Professional and Personal Activities
(Percent of Chairs Reporting Loss of Time)



In other words, the chair position comes with some cost to faculty time since time resembles a *zero-sum* game—everyone has 24 hours in a day, no less and no more.

The department chairs in this study were asked whether they have spent *more, the same,* or *less* time in professional and personal activities since they became chairs. What occurred was a dramatic shift in time spent in **professional** activities of research and writing, keeping current in their discipline, and teaching. Chairs reported spending 88%, 82% and 56% less time in these activities, respectively. The reduction in time spent was not as pronounced in the other **professional** areas of *service* and *contact with students and colleagues inside and outside of the institutions.*

The second property of tradeoffs is that *tradeoffs between professional and personal interests vie for the same resource—time.* An almost equally pronounced percent of chairs reduced their **personal** time with family (65%), friends (56%) and leisure (77%) due to administrative duties. Spiritual and civic activities basically remained *the same* for most chairs.

The third property of tradeoffs becomes even more important when considering chairs' satisfaction with their shifts in time: *Tradeoffs can create dissatisfaction with personal and professional lives.* Chairs were asked if they were satisfied with

their shift in time allocations. As Figure 1 portrays, of those chairs who lost time, an overwhelming percent expressed dissatisfaction with debiting their time in scholarly writing and research (87.5%) and keeping current in their discipline (94%) as well as their personal loss of time with family (89%), friends (87.5%) and leisure (80.5%). As an aside, in this study over 80% of the chairs believed that *their loads should be lightened to make more time for research, writing or other work in the field,* and that *if no opportunity was available to do personal research (they) would find the job less satisfying.* Ironically, those chairs who spent less time teaching were split: 55% satisfied and 45% dissatisfied with their reduced teaching loads.

Finally, another price one pays for leadership is balance: *Too many tradeoffs in one direction creates an imbalance and leads to negative stress.* Chairs seem to be trapped between the pressures and demands of performing not only as administrators, but also as productive faculty members. The faculty member vs. administrator paradox is reconfirmed when we compare the most serious stressors of chairs to those of faculty. The present National Study of Department Chairs was compared with the National Study of Faculty Stress, each based upon comparable samples from the population of 213 Research I and II and Doctoral Granting I and II universities in the United States. Almost six of every ten chairs suffer from *heavy workloads* compared to 40% of the professors. Not only do chairs identify the same seven *most serious stressors* as faculty, but the percent of chairs experiencing excessive stress is higher than the percent of faculty in each case, except for *excessively high self-expectations* (typically more troublesome for staff-type positions like faculty, than line management positions like department chairs). In addition, chairs also indicated serious stress from the managerial stressors of program approval, complying with rules and regulations, completing paperwork on time, resolving collegial differences, and making decisions affecting lives of others. Not only do they seem to retain many of the highest faculty stressors while in the chair position, they also add the managerial stressors of confrontation with colleagues, new time demands and institutional constraints. This paradoxical situation of trying to fill a *swivel* position causes department chairs to feel double pressure to be an effective manager and productive faculty member. The cost of this paradox appears to be *excessive stress.*

What price do department chairs pay for their venture into administration? Do they now perceive themselves as "administrators" or do they retain their faculty identity? When the chairs in this study were asked about their orientation, 60% identified themselves as faculty and 23% as administration. Does this move into leadership significantly change their career orientation? While 54% of the chairs would serve again, 29% would not, and 16% were undecided. Ultimately, 65% of chairs return to faculty status after serving as department chair and only 19% continue in higher education administration.

Illuminating the *dark side* of the department chair position does not go without highlighting some rewards and benefits. Monetarily, for example, 72% of the chairs in this study received an administrative stipend averaging 12% or $3,432. Most would also privately say that status and prestige comes with the position. To admit to their faculty colleagues, however, that they enjoy the job causes suspicion.

Besides the salary benefits, Allan Tucker (1984) highlights the psychic rewards:

> . . . there is the personal satisfaction derived from helping others with their professional development and from helping to guide and build an effective academic program. There is the challenge of leadership, which many people find invigorating. They find rewards in guiding the guiders of students, shaping curricula, defending the interests of the department, and interacting with other academic leaders, including deans and vice-presidents. Many have come to feel that their ability to motivate others to greatness perhaps exceeds their ability to motivate themselves. Some of these chairpersons want to enhance their administrative effectiveness by developing whatever additional skills are necessary to implement the management process. Some chairpersons see the acquisition of such skills as a prerequisite for further advancement in academic administration. (1984, p. 389)

Nevertheless, regarding the last line in Tucker's recitation of benefits, remember that only one in five chairs (19%) advances his or her academic career into administration. The result of the tradeoffs faculty members must make to serve as department chairs seems to dissuade them from continuing in administration. In fact, a follow-up study to the National Study of Department Chairs concluded that psychologically many department chairs never make the full transition to the role of department chair.

The final prognosis is that we continue to have a "leadership crisis" in higher education. What

is the answer to attracting and retaining effective leaders in higher education? Listed below are a few changes which may make the chair position more attractive and tenable to promising candidates.

1. **Restructure the position.** Reduce the expectations of the position to a half-time assignment with proper support to manage the key responsibilities of the position. Besides secretarial support, add a research assistant to the office management team to conduct the necessary reports for the university, state agencies and outside constituencies.

2. **Purge unnecessary administrivia.** Related to restructuring the position is the need to reduce the amount of paperwork and requests for reports rarely read. Since the highest stress on chairs comes from overload, the chair should concentrate on the department's high pay-off activities rather than respond to the urgent, but sometimes not so important. Each request should be measured against its contribution to the department's mission and goals.

3. **Reverse the heirarchy.** Traditionally and structurally universities are top-down hierarchies. Chairs serve at the pleasure of and for the dean. One might ask why deans exist? Hopefully, a partial answer is to provide support and leadership for their production supervisors, department chairs. In turn, chairs should serve their faculty as faculty serve the students.

4. **Protect research interests.** Data from this study confirms that chairs need more time for their scholarly pursuits while serving departments. If their time for research is not protected, they become dissatisfied and are more reluctant to continue as chair. Simple modifications such as providing released time for research, maintaining a separate research office, and supporting a research assistant while serving as chair might produce a work environment conducive to productive administration and scholarship.

5. **Train for leadership.** It is well established that few chairs receive training to prepare and maintain their skills in leadership. The cost of leadership is too great not to invest in the most critical unit in the university. Both managerial skills and leadership perspectives will be needed to equip department chairs to meet the challenges facing higher education in the 21st Century.

In order to prevent the imbalance caused by time, stress and job dissatisfaction, chairs and institutions of higher education will have to perform a number of these balancing acts to create a leadership position which both challenges and satisfies scholars willing to serve as academic leaders.

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Roles of Department Chairs

In the fall of 1991, the Center for the Study of the Department Chair surveyed 800 department chairs in 100 research and doctoral granting institutions in order to better identify the roles of those in the position of chair. Although a great deal of anecdotal literature discussing the chair role exists, surprisingly little empirical data is available to support these suppositions. In our study, chairs were asked to indicate how effective they felt they were on each of 26 chair duties. From the 68 percent of the questionnaires that were returned, data was factor analyzed, and four factors of the chair role were identified. Subsequently, top quartile chairs in each of the four factors were examined to see if they responded differently on personal, organizational, and positional variables. Our review of previous research indicates that chairs who are effective in one chair role would have different characteristics than those associated with another role.

Factor Descriptions

Using the high loading elements of each factor, four roles of the department chair emerged. **Leader** chairs feel effective leading the department in both internal and external issues. Internal department leadership includes: soliciting ideas to improve the department, planning and evaluating curriculum development, conducting department meetings, and informing the faculty of department, college and university concerns. Elements related to external leadership on this factor were: coordinating departmental activities with constituents, representing the department at professional meetings, and participating in college and university committee work.

Scholar chairs feel effective at a number of tasks related to their own scholarly productivity: obtaining resources for personal research, maintaining a research program, and remaining current within their academic discipline. A chair's effectiveness at selecting and supervising graduate students also loads into this factor.

Faculty Developer chairs feel effective in three areas concerning the success of faculty. First, chairs scoring high on this factor are effective at encouraging professional development efforts of faculty and encour-

aging faculty research and publication. Second, chairs mediate the relationship of faculty to the institution through providing informal faculty leadership, developing long-range department goals, and maintaining a conducive work climate. Third, issues of faculty evaluation are addressed through their effectiveness at recruiting and selecting faculty, and evaluating faculty performance.

Finally, **Manager** chairs feel effective at the custodial activities of a department, such as preparing and proposing budgets, managing departmental resources, maintaining records, managing staff, and assigning duties to faculty.

Upcoming Conferences

American Educational Research Association
Call for Papers
August 15, 1992
Conference
April 12-16, 1993
Atlanta, Georgia

Association for the Study of Higher Education
October 29–November 1
Minneapolis, Minnesota

Top Quartile Chairs

The sample was sorted into quartiles for each of the four factors. Top quartile chairs were examined for significant differences from those reporting in the lower three quartiles on four groups of variables. First, *personal* variables included: age, gender, ethnicity, marital status, motivation to serve as chair, whether chairs would continue to serve another term, whether chairs would accept a higher administrative position, and whether chairs considered themselves to be an academic faculty member, an administrator, or equally both. Second, *organizational* variables included whether the chair was hired by faculty alone, the dean or higher administrators, or equally by both; whether the chair was hired from inside or outside of the institution; faculty size; faculty age; and numbers of departmental support staff. Chairs' *positional* characteristics were reported through years served as chair, discipline, current academic rank, and rank when hired as chair. Finally, variables addressing behavioral *outcomes* were role conflict, role ambiguity, measures of institutional loyalty, job satisfaction, occupational stress, and academic productivity (books published, articles published, papers presented at professional meetings, and the number of professional meetings attended).

Profiles of Effective Chairs

For a number of variables, such as age, gender, ethnicity, and institutional loyalty, no significant differences appeared between highly effective chairs and all others on any of the four factors. If variables are not mentioned in the following discussion it is because the associations between the two groups were not significantly different.

Role of Scholar

It is clear from this study that *scholar* is an important part of the department chair role in research institutions. For many chairs, this is their most comfortable role, however the demands of the position of chair make finding time for research virtually impossible. Eighty-six percent of department chairs in Moses and Roe's study believed other chair responsibilities caused them to significantly reduce their scholarly activities, and for some their scholarship essentially ceased.

Not surprisingly, chairs who had high mean scores on this factor also indicated a significantly greater productivity in academic scholarship than chairs who reported that they were less effective. These chairs tended to come from hard disciplines (more clearly established research paradigms) more often than other chairs.

Notably, only top quartile chairs in the scholar factor reported significantly less role conflict than other chairs. Might this suggest that chairs who perceive themselves as effective scholars have less difficulty and conflict with the dual academic and administrative roles of their positions? These *effective scholar* chairs have reduced role conflict by finding ways to continue to accomplish both sets of tasks. This may be facilitated by the fact that highly

effective scholar chairs had significantly higher numbers of clerical staff available to assist them.

Role of Faculty Developer

Perceptions of those chairs who are more effective in the faculty developer role are also revealing. These chairs are most likely to accept an additional term as chair. Also, effective faculty developer chairs tended to be in departments with a greater proportion of non-tenured faculty than other chairs—an appropriate measure of the faculty age of a department. Possibly, with a greater ratio of untenured faculty, these chairs perceived their role as promoting junior faculty members.

Role of the Leader/Manager

The top quartile chairs in the leader and manager factors had a number of similarities and some important differences. First, of chairs who appeared in the top quartile of more than one factor, the leader/manager combination was the most likely. Both effective leader and manager chairs served longer. The mean years of service for high scoring leader chairs was 5.3 years and for high scoring manager chairs 5.2 years (effective scholar chairs were lowest with 4.4 years of service). On average, the chairs who consider themselves to be effective in leader and manager activities have served more than a single term as chair. Once again, this points to the long-standing discussion concerning inadequate training for new department chairs and the tendency for chairs to serve single terms.

Another similarity of these two groups is that high scoring chairs in both groups were less likely to consider themselves as solely faculty and more likely as equally both a faculty member and an administrator. Much of department chairs' jobs entail communicating both faculty concerns to administration and administrative concerns to faculty. Effective chairs in leader and manager fac-

Variables differentiating effective chairs in each role.

	Chair Roles			
Variable Type	**Leader Factor**	**Scholar Factor**	**Developer Factor**	**Manager Factor**
Personal	•Would accept higher administrative position •Both faculty and administrator orientation •Intrinsic motivation •Not extrinsic motivation	•Both faculty and admin. orientation (no pure admin.) •Not extrinsic motivation	•Would serve again as chair •Intrinsic motivation •Not extrinsic motivation	•Both faculty and admin. orientation
Organizational	•No differences	•More clerical help in department	•Lower ratio of tenured to non-tenured faculty in department	•No differences
Positional	•Higher number of years of service	•Tend to come from hard disciplines	•Higher number of years of service	•Higher number of years of service
Outcome Productivity	•More job satisfaction •Less role ambiguity •Staying current stress •Program funds stress •Academic stress •Meeting stress •Attended more professional meetings	•More job satisfaction •Less role ambiguity •Less role conflict •Staying current stress •Program funds stress •Expectation stress •Lower academic stress •More on all personal productivity indicators	•More job satisfaction •Less role ambiguity •Staying current stress •Program funds stress	•More job satisfaction •Less role ambiguity •Staying current stress •Program funds stress

tors seem to be able to function from both points of view.

Effective chairs in all factor groups, except manager, indicated that they were not motivated to become department chair for extrinsic reasons. Leader and manager top quartile chairs showed significant intrinsic motivation. This seems to suggest that effective chairs wanted the job. Anecdotal evidence indicates that chairs seldom admit to wanting to be chair but it may be an important component of effective chairing. Baldwin and Blackburn highlight a desire to provide department and university service as an important aspect of later career stages of faculty and indeed chairs average 26 years between the time they received their bachelor's degree and the time they became department chair.

Two other aspects of effective leader chairs are also noteworthy. First, while there was no significant difference in terms of papers presented, these chairs attended significantly more professional meetings than other chairs. Attending meetings for these chairs is most likely an extension of the external communication and leadership function of chairing a department. They are effective in representing and promoting the department, not only within the institution, but within their respective disciplines as well. Second, effective leader chairs were more likely than other chairs to accept a higher position in administration if it was available.

Conclusions

It is tempting from these data to begin talking about types of chairs. If there are chair types, they will most likely be a complex combination and interaction of skills in the various components of the chair job that have been discussed here. For example, even though effective leader chairs are frequently also effective manager chairs, a substantial number of effective developer/manager combinations appeared as well. What this study does show is a usable taxonomy of chair roles and some characteristics of those individuals who perceive themselves to be effective in these roles. Much work remains if more generalizations are to be validated or helpful in the development of department chairs.

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